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ABSTRACT

Two surveys were developed in an effort to evolve a model process for setting up a displaced homemaker center, for determining how displaced homemakers are presently being served within a VTAE (Vocational, Technical, and Adult Education) district, and for identifying and then assessing the needs of a sample of displaced homemakers. The surveys aimed to identify such areas as job/career needs, immediate personal and economics needs, and data for classification. Data obtained from the sample led to the following conclusions: (1) displaced homemakers are presently underserved by VTAE districts: (2) those services most sought are support and educational programs which, though presently offered by VTAE districts, are underutilized by displaced homemakers: and (3) stronger recruitment procedures would increase use of, and enrollment in district programs. It is recommended that the process to set up a center involve (1) establishing a coordinating council: (2) conducting a community resource assessment using a standard questionnaire: (3) procedures to identify and then assess the needs of displaced homemakers, to be done by trained professionals: and (4) making data available to all willing to help such homemakers so as to encourage community participation. The center would, then, identify homemakers, keeping exclusive criteria to a minimum: would assess their needs, using a standard questionnaire, and would make up a client profile sheet and then formulate a training and employment plan for each individual. (CP)

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A STUDY TO DEVELOP A MODEL PROCESS FOR A DISPLACED HOMEMAKER CENTER WITHIN A VTAE DISTRICT

CE 023 553

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Chapter I

The Displaced Homemaker Study

SUMMARY

The purpose of this survey was to develop a model process for a displaced homemaker center within a VTAE district. The center would be responsible for identifying displaced homemakers and assessing their needs. A project for this purpose is justified by the VTAE districts responsibility to provide adequate services to displaced homemakers as they prepare for entry into the world of work.

The procedures associated with this research included a review of the literature and interviews with community representatives to identify location procedures, workable delivery systems and the needs of the displaced homemaker. A model process, which included the development and utilization of survey instruments administered by community representatives and in personal interviews, was established.

The accumulation of data resulting from survey responses, interviews with displaced homemakers and unstructured interaction with key community representatives is reported within Section 3. It should be emphasized that the purpose of the research was to recommend a model process to establish a displaced homemaker center which would serve to identify and assess the needs of the displaced homemaker. Utilizing survey-interview techniques, the data accumulated was extracted from a limited sample of displaced homemakers and key community representations. The reader should exercise caution in generalizing on the basis of data in Section 3.

It is suggested that the process applied to the establishment of a displaced homemaker center include the development of a community resource network.

Recommended steps in the process of developing the displaced homemaker center are:

1. Define VTAE Geographic Area To Be Served
2. Appoint Coordinating Council/Advisory Committee
3. Identify Target Population
4. Conduct Resource Assessment of VTAE Geographic Area
5. Collect Data
6. Contact Key Community Representatives
7. Seek Funding
8. Funds Received: Pilot Program and Evaluation
9. Locate Center
10. Staff Center
11. Programs and Services
12. Maintaining Operational Status

Two survey instruments, a one-page Displaced Homemaker States Survey and a two-part, seven-page Displaced Homemaker Needs Assessment were developed by the investigators for use by members of the community resource network and/or displaced homemaker center staff. Copies of the two instruments as well as a client profile sheet designed by the investigators are included in the report.

STATEMENT OF THE PROBLEM

The central problem that this study dealt with was developing a model process for a displaced homemaker center that a VTAE district could adapt in introducing programs to serve the displaced homemaker.

OBJECTIVES

Specific objectives provided the outline for this study.

1. Development of a model process for a displaced homemaker center.

2. Determination of how displaced homemakers are presently being served in the VTAE district.
3. Identification of a sample of displaced homemakers.
4. Assessment of the needs of a sample of displaced homemakers.

RATIONALE

There is a growing population of underserved, disadvantaged individuals whose needs are urgent and unmet. These individuals fall into three categories: displaced homemakers, single mothers and older women (over age 60). Of the three groups, displaced homemakers have the most urgent socio-economic needs.

Displaced homemakers, usually women, constitute an almost hidden subculture whose existence and problems are just becoming known. No firm statistical evidence of their numbers exists, but the factors creating displaced homemakers are increasing. The number of displaced homemakers has been estimated at 2.2 million by the Alliance for Displaced Homemakers. Other estimates are as high as 7 million. In the State of Wisconsin, the University of Wisconsin Extension Survey Research Lab estimates there are 217,000 displaced homemakers between the ages of 35 and 65.

Displaced homemakers as a group are not identified in Census figures. The Census, however, does show 3,164,000 widows and 2,425,000 divorced women in the 35-to-64 age group. Since 1968, the number of households headed by women has grown 10 times faster than the number of traditional two-adult families has grown.

Without training, the displaced homemaker generally finds it difficult or impossible to support herself and/or her family. The woman's lack of marketable skills and job readiness leaves her unprepared to surmount the barriers to enter into the labor force.

The displaced homemaker may not qualify for governmental assistance benefits--she may not fit the categories for women who are eligible for assistance or be too young for old age benefits. Because she has generally performed only unpaid labor in the home, she is ineligible for unemployment compensation.

This displaced homemaker may suddenly become destitute. Her entire world changed. Her difficulties are compounded by a myriad of concerns formerly handled by the departed spouse. Her formerly sheltered position as a homemaker has left her without resources to find worthwhile and meaningful work to support herself and/or her family.

DEFINITION OF TERMS

Displaced Homemaker - An individual who:

(1) Has been a homemaker (not the main source of income for the family) for the past three years or more; and/or

(2) An individual who plans a change in his/her homemaker status within the next two years; and/or

(3) An individual who has lost his/her main source of income through death, divorce or disability of the breadwinner.

Community - The business, education, human service and volunteer sectors from within the VTAE district

Community Representative - An individual representing a business, education, human service or volunteer sector from within the VTAE district.

VTAE - Vocational, Technical and Adult Education.

CVTAE - Center for Vocational, Technical and Adult Education - University of Wisconsin-Stout.

Chapter II

Methods and Procedures

POPULATION

An attempt was made to reach a representative sample of displaced homemakers from within two VTAE districts in Western Wisconsin (District I and Wisconsin Indianhead). Key community representatives (Appendix A: Community Sectors Distributing Surveys) distributed a total of 47 questionnaires to individuals seeking assistance from their agency/organization in an effort to identify and assess the needs of individuals who met the definition requirements. An additional 13 individuals were personally interviewed. During the same period, interviews were conducted with 13 community representatives (Appendix B: Representatives of the Community Sector Interviewed) from within the two previously mentioned VTAE districts for the purpose of cross-referencing with the survey results. The information received from the interviews paralleled that data received from the instruments.

DEVELOPING THE QUESTIONNAIRE

The literature review and consultation with the Displaced Homemaker Advisory Committee (Appendix C: Advisory Committee for Displaced Homemaker Project) provided a guideline for areas in need of investigation. Specifically, these were:

1. Locating the displaced homemaker
2. Job/career related needs
3. Immediate personal and economic needs resulting from change or anticipated change in homemaker status
4. Intermediate personal and economic needs resulting from change or anticipated change in homemaker status.

Two survey instruments, a one-page Displaced Homemaker Status Survey instrument and a two-part, seven-page Displaced Homemakers Needs Assessment Survey instrument were developed for data collection from displaced homemakers (Appendix D).

Tables II-1 and II-2 summarize the objectives and specific research areas of the study and correlates them with the survey questions designed to meet these objectives.

Table II-1

Research Objectives and Corresponding Survey Questions
For Displaced Homemaker Identification Survey

Objectives	Survey Questions
Objective 3 Identification of a sample of displaced homemakers Research Area 1: Identifying the displaced homemaker	1, 2, 3
Objective 3 Research Area 2: Job/career related needs	4, 5
Classification Data	6, 7, 8

Table II-2

Research Objectives and Corresponding Survey Questions
For Displaced Homemaker Needs Assessment Survey Instrument

Objectives	Survey Questions
Objective 4 Assess the needs of a sample of displaced homemakers Research Area 2: Job/career related needs	12 - 28 (Part A) 1 - 46 (Part B)
Objective 4 Research Area 3: Immediate personal and economic needs resulting from change or anticipated change in homemaker status	1 - 4 (Part A)
Objective 4 Research Area 4: Intermediate personal and economic needs resulting from change or anticipated change in homemaker status	5 - 11 (Part A)

A pilot test of the survey instruments was administered to ten women in the New Richmond, Wisconsin area who were identified as displaced homemakers. In addition, the pilot-test survey instruments were reviewed Sherri Johnson, Career Assessment Counselor at Wisconsin Indianhead, New Richmond, Wisconsin. Their comments and suggestions were incorporated into the final survey instruments.

ACTIVITIES AND TIME SCHEDULE

	Activity	Date
1.	Complete Review of Literature	December 1978
2.	Write and Submit Funding Proposal	December/January 1979
3.	Proposal Funded	January 1979
4.	Select Advisory Committee	January 1979
5.	Advisory Committee Meeting	February 1979
6.	Develop Model Process	February 1979
7.	Select VTAE Districts to Participate in Study	February 1979
8.	Select Community Agencies to Participate in Study	February 1979
9.	Arrange for Interviews With Key Community Representatives	February 1979
10.	Interview Community Representatives	February 1979
11.	Develop Draft Copies of Data Collection Instruments	February 1979
12.	Pilot Test Data Collection Instruments and Revise	March 1979
13.	Print Final Copies of Data Collection Instruments	March 1979
14.	Distribute Survey Instruments	April 1979
15.	Arrange Interviews With Displaced Homemakers	April 1979
16.	Interview Displaced Homemakers	April 1979
17.	Follow-Up On Survey Instruments	April 1979
18.	Analyze Data	May 1979
19.	Advisory Committee Meeting	May 1979
20.	Write Rough Draft Report	May 1979
21.	Completion of Final Report	May 1979

DATA ANALYSIS

The survey forms were processed and tabulated for analysis at Center For Vocational, Technical and Adult Education (CVTAE). The resulting summaries were then used by the investigators for this report.

Chapter III

Findings

INTRODUCTION

The findings presented in this Chapter are based upon the review of the literature, analysis of responses from identified displaced homemakers and unstructured discussion with representatives of the community sector.

The 37 responding displaced homemakers represent 61.6% of the 60 individuals contacted in two western Wisconsin VTAE districts (District I and Wisconsin Indianhead).

The findings are presented following the sequence of the outlined objectives and research areas.

A. Objective 1: Development of a model process for a displaced homemaker center.

Cooperative effort between the VTAE district and the community is essential in identifying displaced homemakers and providing the services needed to meet their personal, economic and job/career related needs.

Drawing upon the review of the literature and interviews with community representatives, it was possible to formulate a model process for establishing a displaced homemaker center within a VTAE district.

The review of the literature supports the need for community-based networks. However, creating a new support system by linking existing VTAE programs and community services is not an easy task.

The assumption behind any effort to promote change is that the present situation is not satisfactory. Two thoughts are usually reflected in the decision to create a new setting. They are 1) the idea that the established

settings are inadequate for some reason, and 2) the recognition of the fact that the troubles encountered in the process of arriving at the decision were of sufficient quality and strength to make a new setting the desirable outcome.

Displaced homemaker center planners must be aware of the history of previous projects which attempted to provide a service to an unserved or underserved population. Additionally, since autonomy is the goal of most agencies, planners must be ready for conflict when introducing the network concept.

A displaced homemaker center should be initiated by the community outreach personnel from the local VTAE district. The necessary characteristics of the planner should be what Sarason (1976) has described as the "good broker". Brokering, which involves the art of negotiation and mediation, is an important part of any new program, especially when it will have an impact on existing agencies.

Displaced homemaker center planners must recognize that although representatives of the community sectors agree on the value of a network, this alone is not sufficient for the creation of a "new setting" (Sarason, 1972). In addition to values, the establishment of a setting includes having adequate knowledge, a historical stance, a realistic time perspective, instruments for criticism and sufficient leadership.

A planner must recognize networks which already exist within communities. Sarason (1976) pointed out that we interact with people on an individual basis, often failing to recognize them as a part of many networks. His concept is, if we would begin to look at the community with the idea of networks in mind, we would begin to focus on this interrelatedness.

Recognizing this network interrelatedness, it is necessary for the displaced homemaker center planner to approach the community for support. Some of the questions to be encountered and answered are: 1) Who or what agency will be directly affected by the proposed program? 2) What concerns of territoriality boundaries will it raise for which agencies, professions or other interest groups? 3) Who or what agency may be anticipated to put barriers in the path of the contemplated program?

Whenever new settings are established, individuals or groups are joined in new relationships to achieve specific objectives over a sustained period of time. Sarason (1974) believes that the degree of complexity within a community will play a large role in deciding the fate of the attempts to alter the community in any way. The idea that individuals in the community wish to make changes says something about the community. The outcome of any change effort will in large part be determined by the degree to which the idea is based on a realistic conception of the complexity and distinctiveness of that community.

Displaced homemaker center planners must recognize the unique characteristics of their projected client population, their community and their funding resources. The model process outlined below should be viewed as a flexible guide rather than a concrete set of rules. With appropriate modifications, the model process is designed for use by any of the Wisconsin VTAE districts.

A MODEL PROCESS FOR ESTABLISHING A DISPLACED HOMEMAKER CENTER IN A VTAE DISTRICT

Step 1: Define the VTAE Geographic Area to be Served

Sarason (1974) has referred to the community as much greater than a political or geographical area. It includes a multitude of institutions

which may be formally or informally linked to each other - or not related in any way.

In defining the geographic area to be served within the VTAE district, it is necessary to include the following considerations: 1) What other educational institutions are located within reasonable distance of the projected center? 2) Are there local business establishments, offices, insurance companies, social agencies, etc. to which the displaced homemaker could be referred? 3) Are human service agencies already linked through inter-county programs? 4) What organizations or institutions rely on volunteer time to extend limited resources? 5) Does a public transportation system schedule wide-area services? 6) Do formal or informal channels of cooperation exist among towns and cities?

Initial plans should include a definition of the VTAE district geographic area which the center would serve. The boundaries within the VTAE district should not be fixed; therefore, as the program expands, a larger area could be served. For example, some displaced homemaker centers could be located within a city of 25,000 to 75,000 residents, while others would serve a suburban population living in small towns and rural areas. Sarason's (1974) definition of a community is suitable to both of the above mentioned situations.

Step 2: Development of a Coordinating Council/Advisory Committee

Before any attempt is made to determine the resources available within a community, the displaced homemaker center planners should assist in the development of a coordinating council/advisory committee. The council/committee would serve several purposes. These purposes include: 1) serving as a vehicle for cooperation, 2) bringing about coordination of various

services within the community, 3) stimulating the assessment of accurate and useful information regarding various resources in the community, and 4) initiating action to continually meet the needs of the community.

Step 3: Identify Displaced Homemaker Population

The identification of a potential displaced homemaker population can be accomplished in several ways. The method selected is in part determined by available financial resources. If funding is available, such as a local private source, data gathering may be accomplished more easily. A mass mailing of questionnaires can be sent to residents of the previously defined VTAE geographic area. Tax assessment lists from the counties involved are excellent resources for names and addresses. If local funding is not available, the displaced homemaker center planner could draw a client population from Characteristics of the Population, United States Department of Commerce, Social and Economic Statistics Administration, Bureau of Census, Washington D.C. This collection of statistics is available from the federal government, state libraries and in many university libraries.

An additional resource to be utilized is the volunteer community. The League of Women Voters, the American Association of University Women, the American Legion Auxiliary or similar volunteer groups may agree to adopt projects to identify potential clients and their needs. Questionnaires printed in local newspapers, organizational newsletters or distributed among members of social groups can serve to identify the displaced homemaker. The collected data will not represent a random sample, but it can serve to give planners useful information on the potential client population.

The questionnaire should be designed to gather data which are pertinent for determining the displaced homemaker center's services. The following items should be included: 1) number of years as a homemaker, 2) anticipation of change or recent change in homemaker status, 3) need of a job for income,

4) plans or interests for future, 5) sources of income, 6) employment history, 7) educational history, and 8) age or age group. The results of the questionnaires will provide planners with a realistic perspective when they proceed to the next planning stage.

Step 4: Assess Resources of the VTAE Geographic Area

The initial action in this step is to determine if a community resource assessment of services presently available to the displaced homemaker has been conducted. If such an assessment has recently been completed, the displaced homemaker center planners may use this information to continue on in their work.

If a community resource assessment has not been carried out, the displaced homemaker center planners, along with the coordinating council/advisory committee, should design a questionnaire for distribution to community agencies. A cover letter briefly describing the network concept and the commitment to non-duplication of services should be included with the questionnaire.

Collection of data on existing agencies can be made easier in the following manner. The Chamber of Commerce which serves towns, cities and determined geographical areas, prints lists of local service organizations, business and civic groups. The United Way Agencies printed directories are another useful resource. These directories should serve as a starting point from which the displaced homemaker center planners may collect more information. As the above resources will not provide complete listings, additional information should also be compiled from the following: 1) human service agencies, 2) high schools with adult education programs, 3) job training programs, 4) industrial management training programs, and 5) enrollment of adults as students in high schools and colleges in the VTAE geographic area. (Appendix E: Community Sector Checklist).

Step 5: Collect Data

Displaced homemaker center planners should move for an early analysis of collected information. Questionnaire results and a listing of community resources/services will lead to an accurate profile of:

1. Prospective displaced homemaker clients
2. Potential agencies for a network
3. Available educational, vocational and job training programs, and
4. Community professionals ready for client referrals such as, clinical psychologists, attorneys, medical practitioners and counselors.

Step 6: Contact Key Community Representatives

The planners of the displaced homemaker center should be aware of the community pulse enabling them to anticipate support and/or resistance for the proposed center's community-based network. Resistance to any new idea must be anticipated by the planners. This is especially true for a project such as the displaced homemaker center. Areas where planners can expect difficulty are from community agencies which perceive the displaced homemaker center as supplanting their programs. It is essential that community representatives be made aware of the status of the project as soon as data has been collected and analyzed.

Resistance to the proposed displaced homemaker center can be lessened by observing practices and strategies such as: 1) having community representatives perceive the project as their own, 2) giving support to the project by administrators or top level management, 3) achieving philosophical agreement on the value of the center, on its potential benefits to existing agencies, and on participants in the network retaining their automony, 4) involving community representatives in the needs assessment, 5) stating philosophical and procedural differences, 6) creating a process for communication ensuring feedback, clarification and understanding of the project's process, and

7) assisting community agencies in percieving the change as reducing rather than increasing their present burdens (Watson, 1967).

Presentation of the resource assessment questionnaire results must be done in a non-threatening manner--administrators may be hesitant to admit that an unserved client population exists. Planners should be careful to present the network concept so that it will be perceived as an addition to rather than duplication of services being offered.

Step 7: Seek Funding

After the VTAE geographic area has been defined, demographic data collected and existing community sectors surveyed, the center planners should determine which funding sources seem feasible. Planners should examine the funding resources available at many levels. Included would be VTAE education allocations, local private funds, state funds, federal programs designed specifically for women and the displaced homemaker, and private foundations.

Step 8: Funds Received: Pilot Program and Evaluation

The amount of funding received will limit the components which can be included at the displaced homemakers center's beginning. Often, it is useful to start with a one-year pilot program. The pilot program should be viewed (Copa, 1976) as a period of trial and error in which organizational structures and procedures can be tested in a non-rigid framework. Emphasis should be on variation, not only in the manner in which the program is structured, but as to how the staff delivers services, the appropriateness of the center's physical location, and whom the program is reaching.

Evaluation of the pilot program should be done in a simple manner with emphasis on feedback, particularly when program changes are made. In order for the planners to learn from the pilot program, it must be evaluated.

If the planners choose not to have a pilot program, evaluation is a critical issue. Scriven's (1976) concept of formative and summative evaluation is appropriate for this situation. Formative evaluation is built into a program at its earliest phase and serves to check the delivery of services to the displaced homemaker. Summative evaluation reviews a program at a designated time and judges the value of its services. It necessitates that the displaced homemaker network have reliable data collection as a part of its operational procedures.

Various techniques may be used to accomplish formative evaluation. The network agencies to which the displaced homemaker is referred should keep records on the services rendered to the client they have seen from the displaced homemaker center. The quality of the services must be known to the displaced homemaker center staff. If privacy is an issue, the displaced homemaker center may get feedback only on the number of referrals who have been accepted in other educational institutions, training programs or who have been employed. Likewise, the displaced homemaker center should keep records on individuals referred to and from the center.

Formative evaluation should be a part of the initial interview. As a portion of the program will be community outreach and recruitment, the degree of effectiveness of public speaking appearances and media coverage can be determined during this interview. In order to accomplish this formative evaluation clients should report the sources from which they learned of the displaced homemakers center's services.

Equally important is summative evaluation. It may be accomplished by following a schedule of periodic mailing of questionnaires to clients who have used the center's services. It is important that items on quality of services appear in these questionnaires. Compilation of all evaluation forms distributed at center-sponsored events would offer data for a yearly review of program goals. The educational sectors of the network which de-

velop programs for the displaced homemaker must monitor enrollment and interest in these new services.

Comparison should be the final form of evaluation; that is, what are comparable displaced homemaker centers doing to reach their respective populations, what are their goals, what are their criteria for success, and how are they being measured. Comparison serves as an integral component of program evaluation.

Step 9: Locate Center

The displaced homemaker center planners should locate an office in a predetermined area. The center should be located so that it is accessible to the greatest number of clients. The availability of public transportation is an essential consideration.

Displaced homemakers who are considering the many alternatives to their current lifestyles may be fearful of taking the first step into unfamiliar surroundings, so it is preferable that the center be located in a nonthreatening location.

Step 10: Staff Center

The size and professional level of the center's staff will be determined by the funding available. The staff must possess an awareness of the importance of having a broad base of community support for the center. A minimum staff should include: 1) an administrator who is responsible for direction of the center and community outreach 2) a career assessment professional who would work with the identifical displaced homemakers and 3) a secretary. Volunteers may be used to supplement staff activities; however, careful screening must precede the volunteer being accepted.

Step 11: Programs and Services

The displaced homemaker center programs should be incorporated into a flexible framework; the planners must not assume that all clients' needs will

be predictable on the basis of the data collected in the early stages of development. Client needs have a tendency to change over a period of time.

Many of the services offered will be referral, so a cohesive network of services for displaced homemakers will be stronger if cooperating agencies adhere to reciprocal referral procedures. The displaced homemaker will be better served and limited resources will be extended by avoiding service duplication.

In total, the types of programs and services included in the displaced homemaker referral network will be determined by the VTAE district, the funding received, the climate of the community in regards to cooperation, and the socio-economic status of the displaced homemaker population.

Step 12: Maintaining Operational Status

The maintaining of operational status is an on-going process. All or any combination of the previous steps may be incorporated to keep the VTAE district displaced homemaker center functioning at optimal level. It must be remembered that the model process is a flexible guide. Local VTAE district adaptations should be anticipated. The target population, programs and services will vary. To keep pace and be viable, the displaced homemaker center must be ready to meet the challenge of providing the services needed to meet the needs of its ever-changing clientele.

B. Objective 2: Determination of how displaced homemakers are presently being served in the VTAE districts.

During unstructured interviews with key community representatives (Appendix B), a number of points were emphasized. There are presently 16 VTAE districts in the State of Wisconsin. At this time only six districts

(Appendix F: VTAE Districts with Women's Programs) offer specific services for the displaced homemaker. Within these districts, the services provided for the displaced homemaker vary considerably. There are no specific VTAE guidelines as to how to identify the displaced homemaker and if identified, there are no suggestions for meeting the needs of the identified displaced homemaker.

Within the community, Job Service of Wisconsin is attempting to identify the displaced homemaker. Job Service recognizes that they do not identify all the displaced homemakers who contact their agency for services. The nature of the visit, job placement or counseling determines if the individual is identified as a displaced homemaker. Referral must be made to the Job Service counselor before identification is established.

Scattered attempts have been made by different community sectors to provide services to segmented fractions of the displaced homemaker population. Effective as these attempts may be or have been, these programs do not provide an efficient method for identifying and assessing the needs of the displaced homemaker population.

SURVEY RESULTS

Thirty-eight individuals responded to the survey questionnaires. On the basis of questions 1, 2 and 3, one individual was disqualified because she did not meet the definition of a displaced homemaker. As a result, the data is based on the responses of 37 individuals.

C. Objective 3: Identification of a sample of displaced homemakers.

Research Area 1: Locating the displaced homemaker.

Table III - 1

Identifying the Displaced Homemaker

Survey Questions	Number of Respondents	Percent of Total Responses Yes	No
1. Have you been a homemaker (not the main source of income for the family) for the past three years or more	38	86.8	13.2
2. Do you plan a change in your homemaker status in the next two years	38	81.5	18.5
3. Have you lost your main source of income through death, divorce, separation or disability of the breadwinner.	38	71.0	29.0

A "yes" response to one or more of questions 1, 2 or 3 served to identify the individual as a displaced homemaker. Of the 33 individuals responding "yes" to question one, 28 or 84.8% also answered yes to question two indicating a desire/need to move away from the displaced homemaker category. Sixty percent or three of the individuals responding "no" to question one planned to return to the homemaker status.

Those individuals identified as displaced homemakers in question one represent 78.8% of those responding yes to question three. This suggests many displaced homemakers maintain one-parent families/homes and parallels the literature review which cites an increase in one-parent families.

D. Objective 3: Identification of a sample of displaced homemakers.

Research Area 2: Job/career related needs.

Table III - 2

Need/Desire For a Job
and Possession of Skills to Acquire a Job

Survey Questions	Number of Respondents	Percent of Total Responses Yes	No
4. Do you need or wish to get a job	37	86.4	13.6
5. Do you have the skills to get a job which would pay enough to support you and your dependents	37	16.0	84.0

Eighty-six and four-tenths percent of the individuals identified as displaced homemakers needed/wished to get a job. Of this 86.4%, only 16% believed they possessed the skills to acquire a job which would support them and their dependents.

There were no respondents who did not need/wish a job, but felt that they possessed the skills to acquire a job that would support them and their dependents. Of the six respondents in question five who felt they possessed the skills to get a job, only 16.6% or one individual was working and that was a part-time position. These statistics point to a correlation between the lack of saleable skills and the ability to acquire a job.

E. Classification Information

Table III - 3

Employment

Employment	Number of Respondents	Percent of Total Responses
Not Employed	25	67.6
Part-Time Employment	8	21.6
Full-Time Employment	4	10.8
Total Respondents	37	

Table III - 4

Sources of Income

Sources of Income	Number of Responses	Percent of Total Responses
Alimony	0	0
Maintenance Payments	3	5.8
Employment	14	27.4
Government Program	24	47.2
Other	10	29.6
Total Responses	51	

Table III - 5

Age Groups

Age Group	Number of Respondents	Percent of Total Responses
19 and under	0	0
20 - 24 years	4	10.8
25 - 29 years	2	5.5
30 - 34 years	8	21.6
35 - 39 years	8	21.6
40 - 49 years	8	21.6
50 - 59 years	5	13.5
60 and over	2	5.4
Total Respondents	37	

Tables III-3, III-4, and III-5 show that the displaced homemakers in this survey sample cover an age span from approximately 20 years to over 60 years in age. The majority of these individuals are unemployed or underemployed. Their income is derived primarily from government assistance programs.

F. Objective 4: Assessment of the needs of a sample of displaced homemakers.

Research Area 2: Job/career related needs.

Tables III-6 to III-9 and narrative summarize the job/career needs of displaced homemakers. (Appendix D: Displaced Homemakers Needs Assessment Part A Items 12-28.) These job/career needs are:

1) Exploratory world of work needs,
2) Educational/training needs,
3) Employment/placement needs, and
4) Career advancement needs

Each table contains similar data. The mean responses and standard deviations are indicated for the total group. The scale to intepret these values is as follows:

1 = No Need
2 = Uncertain Need
3 = Little Need
4 = Some Need
5 = Much Need

Table III-6

Exploratory World of Work -
Job/Career Related Needs

Survey Question	Mean	Standard Deviation
I need:		
12. Help making realistic plans for a job and career	3.24	1.53
13. Help in matching my skills, abilities and interests with possible career choices	3.18	1.37
14. Help in learning what I expect from a job . .	2.78	1.55
15. Information about current and future trends in the job market	3.35	1.49
16. Information about jobs in other geographical locations	2.17	1.50
17. Help learning about my rights and responsibilities as an employee	2.41	1.48

The range of mean responses for exploratory world of work - job/career needs was 2.17 to 3.35. Respondents' needs were for assistance in making realistic plans for a job and career (3.24) and for information about current and future trends in the job market (3.35). The close relationship of the two needs as well as the displaced homemaker's changed or anticipated chnage in status increases the intensity of this data.

Table III - 7

Educational/Training -
Job/Career Related Needs

Survey Question	Mean	Standard Deviation
I need:		
18. Information on training programs, schools and/or programs.	2.79	1.63
19. Information on how I prefer to study and learn skills or new jobs	2.89	1.49
20. Information on financial aid for continuing my education and/or training	3.14	1.49

The range of mean responses for educational/training - job/career needs was 2.79 to 3.14. The highest need (3.14) was indicated for financial aid for continuing education and/or training. This response correlates with the respondents' indicated need for making realistic plans for a job and career.

Table III - 8

Employment/Placement -
Job/Career Related Needs

Survey Question	Mean	Standard Deviation
I need:		
21. Information about Job Service and other employment agencies.	2.38	1.59
24. Help in developing job finding skills such as writing a resume, filling out application forms and conducting myself in an interview	2.89	1.43

The respondents indicated a less intense need for employment/placement assistance. The prioritizing of needs by respondents is reflected in responses. Employment/placement needs are less intense when related to the immediate (urgent) need for education and/or training. Both responses are consistent with responses to other items in Table III-6 relating to the changed or anticipated changed status of the displaced homemaker.

Table III - 9

Career Advancement -
Job/Career Related Needs

Survey Question	Mean	Standard Deviation
I need:		
22. Help planning a wardrobe and with my personal appearance.	2.38	1.59
23. Information on nutrition, dieting and meal planning.	1.92	1.36
25. Help learning how to manage both my job and home/family responsibilities	2.42	1.63
26. Help learning how to get along with my employer, fellow employees, family and friends.	2.00	1.28
27. Help learning how to cope with job competition and stress	2.69	1.51
28. Help learning how to improve my job/ career situation after I am employed	3.03	1.44

Respondents were asked to indicate their needs relative to six career advancement items. Mean responses ranged from 1.92 to 3.03. Respondents indicated the least need for nutrition, dieting and meal planning information. This response reflects skills already acquired in the homemaker role. The most intense responses related to coping with job competition and job/career advancement.

Part B of the Displaced Homemaker Needs Assessment asked respondents to indicate their interest in and/or experience with 46 job activities. The job activities in Part B represented the nine occupational categories listed in The Dictionary of Occupational Titles, United States Department of Labor, U.S. Government Printing Office, Washington, D.C. (Appendix H: Occupational Categories).

All jobs require a worker to function in varying degrees in relation to data, people and things. The functional relationship of data, people and things is hierarchical ranging from simple (8) to complex (0). (Appendix G: Data, People, Things Hierarchy.) Table III-10 indicates the data, people and things hierarchy for the 46 job activities.

Table III - 10

Worker Function -
Job Activity Matrix

Data Activities (Numbers 1-11)	People Activities (Numbers 12-28)	Things Activities (Numbers 29-46)
0 Synthesizing 9-11	0 Mentoring 26-27-28	0 Setting Up 37
1 Coordinating 10	1 Negotiating 25	1 Percision Working 44-45
2 Analyzing	2 Instructing 23-24	2 Operating/Controlling 42-43
3 Compiling 7-8	3 Supervising 21-22	3 Driving/Operating 40-41
4 Computing 5-6	4 Diverting 19-20	4 Manipulating 38-39
5 Copying 2-3-4	5 Persuading 17-18	5 Tending 33-34-35-36-37
6 Comparing 1	6 Speaking/Signaling 15-16	6 Feeding/Off Bearing 31-32
	7 Serving 13-14	7 Handling 29-30
	8 Taking Instructions/ Helping 12	

The worker function - Job Activity Matrix (Table III-10) indicates the amount of responsibility and judgment required in the job activity. Job activities assigned lowest numbers involve more complex responsibilities and judgments than job activities assigned higher numbers.

The arrangement of the 46 job activities on Part B of the Needs Assessment is simple to complex for data, people and things worker functions. Table III-10 illustrates this arrangement. Generally, meaningful employment is based on matching an individual's interest and/or experience (skills) with available job/positions.

Table III - 11

Interest/Experience-Scales
Job/Career Related Needs

Scale	Items
Clerical/Numerical	1-9, 32
Entertainment/Performing	16, 19-21
Machine Work	38-45
Management	17-18, 21-22, 25-28
Manual (Unskilled)	29-30
Nursing/Related Technical	26-28
Teaching	18, 24, 28

Table III-11 indicates the seven interest/experience scales (Appendix H: Interest/Experience-Scales) and the corresponding job activities incorporated into Part B of the Needs Assessment Survey instrument.

Data for the interest/experience scales is not broken out because the major purpose of this study was the development of a model process. However, Table III-11 indicates the potential data available for use by program planners and counselors/j developers.

Tables III-12 to III-14 summarize the data obtained from Part B of the Displaced Homemaker Needs Assessment.

The scale to interpret these values is as follows:

1 = No Interest
2 = Some Interest
3 = High Interest
4 = No Interest and Some Experience
5 = Some Interest and Some Experience
6 = High Interest and Some Experience

Table III - 12

Interest and/or Experience
Data Related Job Activities

Activity	Mean	Standard Deviation
1. Sorting or filing a large number of papers in a short time.	3.26	1.87
2. Operating a calculator or adding machine . .	3.86	2.06
3. Typing letters or reports.	3.49	2.05
4. Adding numbers to get a total.	3.97	1.72
5. Preparing a personal or family budget. . . .	3.74	1.88
6. Writing checks and balancing a checkbook . .	4.46	1.60
7. Taking a census or survey.	1.66	1.16
8. Writing a report	1.83	1.40
9. Determining the best way out of a number of ways to complete a project.	2.17	1.50
10. Organizing a trip for a group.	2.14	1.52
11. Writing articles, stories or reports for newspapers or other publications	1.54	1.22

Mean responses for data related job activities range from 1.54 to 4.46. Respondents indicated the highest interest and/or experience for job activities 2, 4 and 6 (mean responses 3.86, 3.97 and 4.46 respectively). Job activities 2 and 4 are level 5 (copying) in the data hierarchy. Job activity 6 is level 4 (computing).

Table III - 13

Interest and/or Experience
People Related Job Activities

Activity	Mean	Standard Deviation
12. Caring for a pet	3.32	1.98
13. Waiting on tables at a restaurant.	3.11	1.94
14. Creating a new hair style.	2.46	1.75
15. Working in a hospital, clinic or home. . . .	2.91	1.88
16. Giving directions for a game or contest. . .	2.62	1.76
17. Taking part in a political campaign.	1.25	.50
18. Presenting a demonstration	1.91	1.42
19. Singing or playing a musical instrument for a group.	1.77	1.66
20. Acting in a play	1.65	1.20
21. Arranging entertainment for a group.	1.97	1.44
22. Supervising, planning and evaluating other peoples' work.	2.54	1.65
23. Helping people buy clothes	2.89	1.88
24. Teaching crafts or other skills.	2.09	1.42
25. Working with an organization to solve a problem.	2.09	1.31

Table 111 - 13 (*Continued*)

	Activity	Mean	Standard Deviation
26.	Caring for people who are ill for long periods of time	2.31	1.94
27.	Cooking for people who are on special diets	1.89	1.59
28.	Helping people who are upset or in trouble .	3.19	1.85

The mean responses to six (numbers 12, 13, 15, 16, 22 and 23) of the 17 people related job activities were in the 2.50 to 3.50 range with standard deviations of 1.65 to 1.98, indicating a wide dispersion of respondent interest and/or experience.

The highest interest and/or experience response (3.32) for people related job activities was for job activity 12 -- caring for a pet. Respondent ininterest and/or experience in this job activity relates to personal service and other helping occupations such as teaching, counseling and social work.

The lowest mean response of 1.25, with a standard deviation of .50, was to job activity number 17 -- taking part in a political campaign. The word "political" may have influenced respondents -- political activities have traditionally been associated with male jobs/careers. All respondents were women.

The mean responses to the people related job activities were not consistent. Responses to job activity 27 and job activity 28, both requiring the highest level of worker function in relation to people, had mean responses of 1.89 and 3.19 respectively. The same pattern is evident in the lower level (12, 13, 14) people related job activities.

Table III - 14

Interest and/or Experience
Things Related Job Activities

	Survey Question	Mean	Standard Deviation
29.	Moving furniture or equipment.	2.00	1.65
30.	Unloading a truck.	1.40	1.09
31.	Using shop power tools such as a saw or an electric drill.	1.57	1.29
32.	Operating a copy or duplicating machine. . .	2.80	1.75
33.	Canning or freezing fruits or vegetables . .	4.09	1.95
34.	Transplanting plants or keeping a garden . .	4.39	1.95
35.	Adjusting the carbureator, changing the tires and/or oil on a car.	1.69	1.57
36.	Painting and/or wallpapering rooms.	3.78	1.93
37.	Decorating an apartment or home.	3.67	2.19
38.	Making pottery, weaving rugs and/or doing macrame.	2.51	1.95
39.	Sketching people or animals so they can be recognized.	1.35	1.10
40.	Driving a truck or tractor	2.18	1.64
41.	Driving a car or bus	3.51	1.84
42.	Preparing and serving food to large numbers of people.	2.74	1.72
43.	Making electrical or plumbing repairs. . . .	1.03	.17
44.	Refinishing and/or upholstering furniture. .	2.86	1.90
45.	Tailoring and/or sewing.	3.43	2.28
46.	Setting up and adjusting new equipment or appliances.	1.54	1.17

Mean responses for the things related job activities range from 1.03 to 4.39. Mean responses to 12 thing related job activities were below 3.00. The standard deviation for things related job activities indicated a wide dispersion of respondent interest and/or experience. Respondents indicated the highest interest and/or experience for things related job activities 33, 34, and 36. Thse job activities are level 5 (tending) in the worker function hierarchy.

G. Objective 4: Assess the needs of a sample of displaced homemakers.
Research Area 3: Immediate personal and economic needs resulting from change or anticipated change in homemaker status.

Tables 111-15 and 111-16 and narrative summarize the immediate and intermediate needs of a sample of identified displaced homemakers. (Appendix D: Displaced Homemakers Needs Assessment Part B Items 1-11. Each table contains similar data. The mean responses and standard deviations are indicated for the total group. The scale to interpret these values is as follows.

1 = No Need
2 = Uncertain Need
3 = Little Need
4 = Some Need
5 = Much Need

Table III - 15 (*Continued*)

Survey Question	Mean	Standard Deviation
I need:		
1. Help dealing with the changes in my life. . .	2.56	1.58
2. Help dealing with loneliness and despair. . .	2.29	1.58
3. Help dealing with panic, anger, guilt and frustration	2.51	1.56
4. Help dealing with my fear of failure.	2.69	1.65

The immediate needs of displaced homemakers are generally needs created by their status change. The mean responses to the four questions regarding immediate needs were 2.29 to 2.69, with standard deviations of 1.51 to 1.65. Respondents indicated the greatest need for help with their status change (number one) and their fear of failure (number four). The responses (uncertain) correlate with information obtained from interviews with community representatives and displaced homemakers.

H. Objective 4: Assess the needs of a sample of displaced homemakers.

Research Area 4: Intermediate personal and economic needs resulting from change or anticipated change in homemaker status.

Table III - 16

Intermediate Needs

Survey Question	Mean	Standard Deviation
I need:		
5. Help planning a budget and making personal financial arrangements	2.22	1.35

Table III - 16 (*Continued*)

Survey Question	Mean	Standard Deviation
I need:		
6. Help with estate/probate, tax and/or other legal problems.	2.19	1.56
7. Help with housing arrangements.	1.50	1.03
8. Help with transportation.	1.22	.72
9. Help with my children and/or other dependents.	1.86	1.33
10. Information on governmental assistance. . . .	2.16	1.52
11. Help with personal and/or family medical problems.	2.08	1.44

Displaced homemakers' intermediate needs emerge following the initial crisis stage. Typically, these needs include economic and social needs resulting from the loss of their homemaker status.

Seven survey questions were used to assess the intermediate needs of displaced homemakers. Mean responses ranged from 1.22 to 2.22. Mean responses to four questions were above 2 (uncertain).

The mean response 1.22, with a standard deviation of .72, to survey question number seven, indicated that the respondents had the least need for assistance with transportation problems. This response does not correlate with information obtained in the review of literature and interviews with displaced homemakers. Interviewees indicated transportation was a critical factor in their utilization of other services.

A number of displaced homemakers interviewed indicated the need for family counseling services. The mean response (1.86), with a standard

deviation of 1.33, to survey question number nine, correlates with interview information.

Chapter IV

Conclusions and Recommendations

CONCLUSIONS

Based on the inforamtion and data collected, the following conclusions may be stated:

1. At the present time, the Wisconsin VTAE districts are underserving the displaced homemaker.
2. The services most sought by displaced homemakers are support and educational programs. These services presently are offered by the VTAE districts but are underutilized by the displaced homemaker.
3. Displaced homemaker utilization of and enrollment in VTAE district programs could be better realized if stronger recruitment procedures were implemented by the VTAE districts.

RECOMMENDATIONS

On the basis of this study it is recommended that a process to develop a displaced homemaker center within a VTAE district involve:

1. Establishing a coordinating council/advisory committee.
2. Conducting a community resource assessment.
3. Use of a standard questionnaire for the community resource assessment.
4. Administration of a standard identification questionnaire by representatives of the community sector.
5. Use of a trained career assessment profressional to administer a standard needs assessment questionnaire.
6. Making readily available the collected and reported data for use by persons/community sectors who are interested in providing or supporting services for the displaced homemaker.

FIELD PROCEDURE

The establishment of a coordinating council/advisory committee is suggested as an integral step in developing a VTAE district displaced homemaker center. When functional, it is recommended that the council/committee serve to provide a means of effectively administering a community resource assessment from which the analyzed data would serve to provide a broad base resource network for the establishment of the center. By omitting the community resource assessment, it is possible to overlook established programs and services. It is suggested that this omission be avoided.

It is recommended that the process of gathering data for identifying displaced homemakers take place within the guidelines of the center. Once identified, it is suggested that the displaced homemaker be referred to the VTAE displaced homemaker center for administration of a needs assessment. Due to the complexity of the needs assessment process, it is recommended that the procedure be the responsibility of a specially trained VTAE career assessment professional.

QUESTIONNAIRE

The base content included in the survey questionnaires should be used. Question number six in the Status Survey instrument would be more relevant if "adequate" and "updated" were inserted before the word "skills". It is recommended that specific income levels not be asked because income should not be a factor in determining who is a displaced homemaker. It is suggested that question number seven be restated to read: 1) Employment, 2) Government Program, 3) Maintenance Payments, 4) Alimony, 5) Other. This restating would serve to place emphasis on the traditional sources of income.

CLIENT PROFILE SHEET

A client profile sheet (Appendix J: Client Profile Sheet) is recommended for use with the Needs Assessment Survey instrument. It should be incorporated into the intake procedure at the displaced homemaker center. Correlation between the information obtained form the Client Profile Sheet and the Needs Assessment Survey instrument should then be used to formulate training and employment plans for the displaced homemaker.

Additional job activities should be added at worker function levels 0, 1 and 2 in Part B of the Needs Assessment Survey instrument. Upper-level job activities are disproportionately represented in the current instrument. The addition of job activities at levels 0, 1 and 2 will provide the broader base needed for developing training - employment plans for displaced homemakers.

SUBJECTS

It is recommended that sex, age and income levels not be factors involved in determining whether an individual is a displaced homemaker. The displaced homemaker encounters sufficient obstacles in seeking assistance without having unnecessary barriers placed in their path.

PROCESS

If the preceding recommended steps or any useful combination of them are carried out skillfully, particularly the establishment of a coordinating council/advisory committee, the body of data collected will lend itself well to the establishment of a community-based displaced homemaker center within a VTAE district.

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APPENDIX A

COMMUNITY SECTORS DISTRIBUTING SURVEYS

APPENDIX A

Community Sectors Distributing Surveys

Center for Women's Alternatives - Menomonie

Displaced Homemaker - Dunn County

Dunn County Child Support Agency

Dunn County Social Services

NAIM - Chippewa Falls

Wisconsin Indianhead Technical Institute - New Richmond

APPENDIX B

REPRESENTATIVES OF THE COMMUNITY SECTOR INTERVIEWED

APPENDIX B

Representatives of the Community Sector Interviewed

Dawn Fetter	-	Center for Women's Alternatives (Menomonie)
Diana Lockerby	-	Dunn County Child Support Agency
Laura Beguhn	-	Dunn County Social Service
Jeanne Olstad	-	District I, Adult Basic Education (Menomonie)
Leonard Ellison	-	Holistic Medicine/Special Services, Sacred Heart Hospital, Eau Claire
Sherry Steiner	-	Job Service of Wisconsin, Menomonie
Lorraine Peterson	-	Little Elk Creek Homemakers
Naomi Barasel	-	*Mental Health Association in Eau Claire County (Ad Hoc Committee: Displaced Homemakers)
Robert Bipes	-	Ministerial Association, Menomonie
Janet Prueher	-	NAIM, Chippewa Falls
Dr. Gordon Polder	-	Physician Services, Eau Claire
William Jacobs	-	Vocational Rehabilitation, Department of Social Services, Dunn and Eau Claire Counties
Sherri Johnson	-	Wisconsin Indianhead Technical Institute, Career Assessment Program (New Richmond)

*Ad Hoc Committee Members:

American Association of University Women
Area Agency on Aging
Community Based Education
Creative Change Counseling Services
District I, Affirmative Action
District 1, Homemaking Coordinator
Eau Claire Guidance Clinic
Human Services (Social Services)
Job Service of Wisconsin
League of Women Voters
Refuge House
THEO (They Help Each Other)
University of Wisconsin-Eau Claire - Continuing Education
University of Wisconsin-Eau Claire - Affirmative Action
Western Dairyland E.O.C., Inc.
Wisconsin Information Service
Women's Community Center

APPENDIX C

ADVISORY COMMITTEE FOR DISPLACED HOMEMAKER PROJECT

APPENDIX C

Advisory Committee for Displaced Homemaker Project

H. Dale Anderson	-	Counselor, District I, Eau Claire, WI 54701
M. James Benson	-	Assistant Dean, School of Industry & Technology, UW-Stout, Menomonie, WI 54751
Anna Biermeier	-	Equity Coordinator, Wisconsin Board of Vocational, Technical and Adult Education, Madison, WI 53702
Darlene Brown Nelson	-	Recruiter/Counselor, Apprenticeship and Referral Outreach for Woman (AROW)
Dawn Fetter	-	Director, Center for Women's Alternatives, Menomonie, WI 54751
Eugene Flug	-	Curriculum Specialist, UW-Stout, Menomonie, WI 54751
Harold Halfin	-	Co-Director, Center for Vocational, Technical and Adult Education, UW-Stout, Menomonie, WI 54751
Kathy Johnson	-	Women's Center Director, Wisconsin Indianhead Technical Institute, New Richmond, WI 54017
Jean Kleber	-	Family Life Instructor, UW-Stout, Menomonie, WI 54751
Diana Lockerby	-	Director, Child Support Agency, Dunn County, Menomonie, WI 54751
Orville Nelson	-	Co-Director, Center for Vocational, Technical and Adult Education, UW-Stout, Menomonie, WI 54751
Lorraine Peterson	-	Displaced Homemaker

APPENDIX D

SURVEY INSTRUMENTS WITH ACCOMPANYING COVER LETTER,
INSTRUCTIONS FOR ADMINISTERING INSTRUMENTS
AND INSTRUMENT EVALUATION FORMS

Center for Vocational, Technical
and Adult Education
UW-Stout, Form 796.A1

Displaced Homemaker Status Survey

The Displaced Homemaker Status Survey is to be completed by individuals whom you consider to be possible displaced homemakers. The following instructions for use will help you in determining if the individual is a displaced homemaker and if so, will help you direct the individual to the proper agency within the established network with as little inconvenience as possible.

INSTRUCTIONS FOR USE:

ACTIVITY	QUESTION NUMBER
Identifying the displaced homemaker	#1, #2, #3
Need/desire for a job	#4
Possession of skills to get a job with adequate pay	#5
Additional referral information	#6, #7, #8
present employment	#6
income source	#7
age group	#8

QUESTION	REMARKS
#1, #2, #3	A YES answer to <u>one or more</u> of the questions = 's a displaced homemaker qualified for network services
#4	YES = 's need/desire for a job - refer to (Displaced Homemaker Center) NO = 's inform individual of (Displaced Homemaker Center)
#5	Yes and Unemployed = 's refer to (Job Service) Yes and Employed = 's refer to the (Displaced Homemaker Center)
#6, #7, #8	To be used in conjunction with the other questions for referral and/or additional information

Form 796.A3

Displaced Homemaker Status Survey

EVALUATION

1. Do you and/or your agency have displaced homemakers who come to you or your agency for assistance?

   _____(1) Yes _____(2) No

2. Would the Displaced Homemaker Status Survey be useful to you or your agency?

   _____(1) Yes _____(2) No

3. In its present form, is the Displaced Homemaker Status Survey useable?

   _____(1) Yes _____(2) No

4. Has all the necessary information been presented?

   _____(1) Yes _____(2) No (Describe)

   _____

   _____

5. Additional Comments:

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 28, 1979

Dear Participant:

We are conducting a study for the Center for Vocational, Technical & Adult Education at UW-Stout which deals with the displaced homemaker (a person who has not been the main source of income for the family for the past three years or more but who through death, divorce or disability of the breadwinner has had a change in this status or is anticipating a change within the next two years). The purpose of the study is to develop a network process for identifying and assessing the needs of the displaced homemaker.

Will you please help in this study by answering the questions on the attached survey forms. In areas where help is needed, we would appreciate your suggestions and comments for improvement. All of your responses will remain confidential.

Please complete the survey form and return it to the individual from whom you received it.

Thank you very much for your cooperation.

Sincerely,

Mildred Gerland
Center for Vocational, Technical
and Adult Education

Mary Sullivan
Center for Vocational, Technical
and Adult Education

jf

Attachment

Form 796.A2

Displaced Homemaker Status Survey

Directions: Complete the items below by marking your answer or answers with a check mark (✓) and/or by filling in the blank:

1. Have you been a homemaker (not the main source of income for the family) for the past 3 years or more?

   _____(1) Yes _____(2) No

2. Do you plan a change in your homemaker status in the next 2 years?

   _____(1) Yes _____(2) No

3. Have you lost your main source of income through death, divorce, separation or disability of the breadwinner?

   _____(1) Yes _____(2) No

If you have answered YES to one or more of the above questions, please go on and answer the rest of the questions. If you have answered NO to all the above questions, please stop and hand in your survey. Thank you.

4. Do you need or wish to get: (A) a new job, if already employed or (B) a job, if not employed?

   _____(1) Yes _____(2) No

5. Do you have the skills to get a job which would pay enough to support you and your dependents?

   _____(1) Yes _____(2) No

6. Are you employed?

   _____(1) No
   _____(2) Part-Time
   _____(3) Full-Time

7. Sources of income. (Check as many as apply to you.)

   _____(1) Alimony
   _____(2) Child Support
   _____(3) Employment
   _____(4) Government Program (AFDC, CETA, Social Security, Welfare, etc.)
   _____(5) Other (Describe) _____

8. Age group.

   _____(1) 19 and under
   _____(2) 20-24 years
   _____(3) 25-29 years
   _____(4) 30-34 years
   _____(5) 35-39 years
   _____(6) 40-49 years
   _____(7) 50-59 years
   _____(8) 60 and over

Center for Vocational, Technical
and Adult Education
UW-Stout, Form 797.A1

3/79

Instructions for Administering
Displaced Homemaker Needs Assessment Survey

Please read the following instructions before administering the Displaced Homemaker Needs Assessment Survey.

Each person should have the following materials:

1. Displaced Homemaker Needs Assessment Survey
2. Pencil or pen (not provided with the survey materials)

Have each person write in the information at the top of the survey (name, address, sex, age, social security number and date).

Tell the person that the survey will indicate problems/situations with which he/she may need assistance as well as their job experience and interests. This information will be used for counseling career development purposes by the Displaced Homemaker Center personnel (or other appropriate persons/agencies).

You may help the person interpret the statements and questions. If you have persons with reading difficulties, you may read the statements aloud to them. This is not meant to be a reading test. Observe persons to make sure they are following directions.

If you have any questions about administering the survey, please contact Mildred Gerland or Mary Sullivan (715) 232-1126.

After administering the survey, please comment on the instrument. Space is provided for your comments (suggestions, criticisms) on page 2.

Thank you for your cooperation.

Form 797.A2

Displaced Homemaker Needs Assessment Survey

COMMENTS / EVALUATION

(1) Please note directions and/or items that were troublesome to the person being evaluated.

(2) Please note problems experienced in administering the survey.

(3) Suggestions for additions and/or omissions to the survey.

Thank you for your cooperation.

Mildred Gerland

Center for Vocational, Technical
and Adult Education
UW-Stout, Form 797.A1

Part A

Displaced Homemaker Needs Assessment Survey

Please complete the blanks below.

Name _____ Date _____

Address _____ City _____

Telephone _____ Social Security Number _____

DIRECTIONS: Carefully read each statement below. Each statement is a problem or situation you may now or in the future experience. Circle the word which represents how much you need help with the problem or situation. There are no right or wrong answers – only what you think you need for yourself.

If you have NO NEED for help, circle NO.
If you are UNCERTAIN about your need, circle UNCERTAIN.
If you have LITTLE NEED for help, circle LITTLE.
If you have SOME NEED for help, circle SOME.
If you have MUCH NEED for help, circle MUCH.

Example: I need help managing my home...NO UNCERTAIN LITTLE SOME MUCH

STATEMENTS ABOUT PROBLEM / SITUATION	NO (1)	UNCERTAIN (2)	LITTLE (3)	SOME (4)	MUCH (5)
I need:					
1. help dealing with the changes in my life	NO	UNCERTAIN	LITTLE	SOME	MUCH
2. help dealing with loneliness and despair	NO	UNCERTAIN	LITTLE	SOME	MUCH
3. help dealing with panic, anger, guilt and frustration	NO	UNCERTAIN	LITTLE	SOME	MUCH
4. help dealing with my fear of failure	NO	UNCERTAIN	LITTLE	SOME	MUCH
5. help planning a budget and making personal financial arrangements .	NO	UNCERTAIN	LITTLE	SOME	MUCH
6. help with estate/probate, tax and/or other legal problems	NO	UNCERTAIN	LITTLE	SOME	MUCH
7. help with housing arrangements. . .	NO	UNCERTAIN	LITTLE	SOME	MUCH
8. help with transportation.	NO	UNCERTAIN	LITTLE	SOME	MUCH

Please turn to page 2 STATEMENTS ABOUT PROBLEM / SITUATION (Continued)

REMEMBER TO THINK OF EACH PROBLEM / SITUATION as it relates to your need.

Form 797.A2

STATEMENTS ABOUT PROBLEM / SITUATION	NO (1)	UNCERTAIN (2)	LITTLE (3)	SOME (4)	MUCH (5)
I need:					
9. help with my children and/or other dependents.	NO	UNCERTAIN	LITTLE	SOME	MUCH
10. information on governmental assistance	NO	UNCERTAIN	LITTLE	SOME	MUCH
11. help with personal and/or family medical problems.	NO	UNCERTAIN	LITTLE	SOME	MUCH
12. help making realistic plans for a job and career.	NO	UNCERTAIN	LITTLE	SOME	MUCH
13. help in matching my skills, abilities and interests with possible career choices.	NO	UNCERTAIN	LITTLE	SOME	MUCH
14. help in learning what I expect from a job.	NO	UNCERTAIN	LITTLE	SOME	MUCH
15. information about current and future trends in the job market .	NO	UNCERTAIN	LITTLE	SOME	MUCH
16. information about jobs in other geographical locations.	NO	UNCERTAIN	LITTLE	SOME	MUCH
17. help learning about my rights and responsibilities as an employee .	NO	UNCERTAIN	LITTLE	SOME	MUCH
18. information on training programs, schools and/or colleges	NO	UNCERTAIN	LITTLE	SOME	MUCH
19. information on how I prefer to study and learn skills or new jobs.	NO	UNCERTAIN	LITTLE	SOME	MUCH
20. information on financial aid for continuing my education and/or training.	NO	UNCERTAIN	LITTLE	SOME	MUCH
21. information about JOB SERVICE and other employment agencies	NO	UNCERTAIN	LITTLE	SOME	MUCH
22. help planning a wardrobe and with my personal appearance.	NO	UNCERTAIN	LITTLE	SOME	MUCH
23. information on nutrition, dieting and meal planning	NO	UNCERTAIN	LITTLE	SOME	MUCH

Please turn to page 3 STATEMENTS ABOUT PROBLEM / SITUATION (Continued)

REMEMBER TO THINK OF EACH PROBLEM / SITUATION as it relates to your need.

STATEMENTS ABOUT PROBLEM / SITUATION	NO (1)	UNCERTAIN (2)	LITTLE (3)	SOME (4)	MUCH (5)
I need:					
24. help in developing job finding skills such as writing a resume, filling out application forms & conducting myself in an interview.	NO	UNCERTAIN	LITTLE	SOME	MUCH
25. help learning how to manage both my job and home/family responsibilities.	NO	UNCERTAIN	LITTLE	SOME	MUCH
26. help learning how to get along with my employer, fellow employees, family and friends.	NO	UNCERTAIN	LITTLE	SOME	MUCH
27. help learning how to cope with job competition and stress.	NO	UNCERTAIN	LITTLE	SOME	MUCH
28. help learning how to improve my job/career situation after I am employed.	NO	UNCERTAIN	LITTLE	SOME	MUCH
29. Other _____					

Please turn to page 4 ACTIVITIES

Form 797.A4

DIRECTIONS: Carefully read the statements below. Each statement is a job activity.

A. FIRST COMPLETE COLUMN (A)

Place a check (✓) in Column (A) to rate your interest in the job activity as a full-time worker. Don't worry about whether you would be good at the activity, your lack of training or money for training. JUST THINK about your interest in doing the activity as a full-time worker.

B. SECOND COMPLETE COLUMN (B)

Place a check (✓) in Column (B) if you have had experience with the job activity.

PLEASE READ A AND B ABOVE CAREFULLY BEFORE RATING YOUR INTERESTS AND EXPERIENCE

Activities	A Interests			B Experience
	None (1)	Some (2)	High (3)	
1. Sorting or filing a large number of papers in a short time				
2. Operating a calculator or adding machine				
3. Typing letters or reports				
4. Adding numbers to get a total				
5. Preparing a personal or family budget				
6. Writing checks and balancing a checkbook				
7. Taking a census or survey				
8. Writing a report				
9. Determining the best way out of a number of ways to complete a project				
10. Organizing a trip for a group				
11. Writing articles, stories or reports for newspapers or other publications				
12. Caring for a pet				
13. Waiting on tables at a restaurant				
14. Creating a new hair style				
15. Working in a hospital, clinic or home				
16. Giving directions for a game or contest				

Please turn to page 5 ACTIVITIES (Continued)

REMEMBER TO THINK OF EACH ACTIVITY AS SOMETHING YOU WOULD DO AS FULL-TIME WORKER

Form 797.A5

Activities	A Interests None (1)	Some (2)	High (3)	B Experience
17. Taking part in a political campaign				
18. Presenting a demonstration				
19. Singing or playing a musical instrument for a group				
20. Acting in a play				
21. Arranging entertainment for a group				
22. Supervising, planning and evaluating other peoples' work				
23. Helping people buy clothes				
24. Teaching crafts or other skills				
25. Working with an organization to solve a problem				
26. Caring for people who are ill for long periods of time				
27. Cooking for people who are on special diets				
28. Helping people who are upset or in trouble				
29. Moving furniture or equipment				
30. Unloading a truck				
31. Using shop power tools such as a saw or an electric drill				
32. Operating a copy or duplicating machine				
33. Canning or freezing fruits or vegetables				
34. Transplanting plants or keeping a garden				
35. Adjusting the carbureator, changing the tires and/or oil on a car				
36. Painting and/or wall papering rooms				
37. Decorating an apartment or home				

Please turn to page 6 ACTIVITIES (Continued)

REMEMBER TO THINK OF EACH ACTIVITY AS SOMETHING YOU WOULD DO AS FULL-TIME WORKER

Activities	A Interests			B Experience
	None (1)	Some (2)	High (3)	
38. Making pottery, weaving rugs and/or doing macrame				
39. Sketching people or animals so they can be recognized				
40. Driving a truck or tractor				
41. Driving a car or bus				
42. Preparing and serving food to large numbers of people				
43. Making electrical or plumbing repairs				
44. Refinishing and/or upholstering furniture				
45. Tailoring and/or sewing				
46. Setting up and adjusting new equipment or appliances				

E N D

Displaced Homemaker Needs Assessment Survey

APPENDIX E

COMMUNITY SECTOR CHECKLIST

APPENDIX E

Community Sector Checklist

Listed below are some key community sectors that should be contacted when planning a displaced homemaker center. All of the sources may be found in the local telephone directory which also supplies addresses.

WHITE PAGES - Alphabetical Sequence

Chamber of Commerce
(Name of City) City of:
    (Specific city offices may be of assistance)
Community Action Program
(Name of County) County of:
    Child Support Agency
    Extension Office
    Information and Referral Service
    Social Services Department
Job Service of Wisconsin
Ministerial Associations
Parents Without Partners
United States Government of:
    Department of HEW
United Way

YELLOW PAGES - Classified Headings

"Government Offices"
    (Reference for additional programs that might be available in certain areas)
"Human Service Organizations"
"Schools - Elementary and Secondary - Academic"
"Schools - Industrial and Technical and Trade"
"Schools - Universities and Colleges - Academic"
"Social Service Organizations"

APPENDIX F

VTAE DISTRICTS WITH WOMEN'S PROGRAMS

APPENDIX F

VTAE Districts With Women's Programs

Gateway Vocational, Technical and Adult Education District - Women's Bureau
101 South Main Street, Racine, WI 54303

Madison Area Technical College - Women's Counselor
211 North Carroll Street, Madison, WI 53703

Milwaukee Area Technical College - Career Orientation and Women's Bureau
1015 North Sixth Street, Milwaukee, WI 53203

Moraine Park Technical Institute - Women's Center
Beaver Dam Campus, 700 Gould Street, Beaver Dam, WI 53916

Waukesha County Technical Institute - Women's Development Center
800 Pewaukee, WI 53702

Wisconsin Indianhead Vocational, Technical and Adult Education - Women's Development Program
1019 South Knowles Avenue, New Richmond, WI 54017

APPENDIX G

DATA, PEOPLE, THINGS HIERARCHY

APPENDIX G

Data, People, Things Hierarchy*

	Data	People	Things
0	Synthesizing	Mentoring	Setting Up
1	Coordinating	Negotiating	Precision Working
2	Analyzing	Instructing	Operating-Controlling
3	Compiling	Supervising	Driving-Operating
4	Computing	Diverting	Manipulating
5	Copying	Persuading	Tending
6	Comparing	Speaking-Signaling	Feeding-Off Bearing
7		Serving	Handling
8	No Significant Relationship	→ → → → → → → → → → →	

*Source:

Dictionary of Occupational Titles, United States Department of Labor, U.S. Government Printing Office, Washington, D.C.

APPENDIX H

OCCUPATIONAL CATEGORIES

APPENDIX H

Occupational Categories*

1. Professional, Technical and Managerial Occupations
2. Clerical and Sales Occupations
3. Service Occupations
4. Agricultural, Fishery, Forestry and Related Occupations
5. Processing Occupations
6. Machine Trades Occupations
7. Benchwork Occupations
8. Structural Work Occupations
9. Miscellaneous Occupations

*Source:

Dictionary of Occupational Titles, United States Department of Labor, U.S. Government Printing Office, Washington, D.C.

APPENDIX I

INTEREST/EXPERIENCE SCALES

APPENDIX I

Interest/Experience Scales

1. Clerical/Numerical

   Using mathematics as in accounting and statistical work and typing, recording, filing, keypunching and other clerical/stenographic work

2. Entertainment/Performing/Music

   Entertaining others by participating in dramatic, dancing, acrobatics, etc.

3. Machine Work

   Operating and/or adjusting manufacturing and processing machines

4. Management Work

   Administrative/supervisory positions including owning or managing a store or business

5. Manual Work

   Unskilled use of tools or routine work done by hand

6. Nursing/Related Technical Services

   Services performed as a dental hygienists, nurse, physical therapist, X-ray or medical laboratory technician

7. Teaching

   Instruction and other services to churches, colleges, clinics, schools and human service agencies

APPENDIX J

CLIENT PROFILE SHEET

INSTRUCTIONS FOR ADMINISTERING CLIENT PROFILE SHEET

Please read the following instructions before administering the Client Profile Sheet.

The Client Profile Sheet was developed to be used with the Displaced Homemaker Needs Assessment Survey. The information obtained from the Client Profile Sheet should provide a broader data base for the development of a training/employment plan for the displaced homemaker.

Each person should have the following materials:

1. Client Profile Sheet
2. Pencil or Pen (not provided)

Tell the person to complete the profile questions to the best of their ability and knowledge. In some cases it may be appropriate to administer the profile orally. The administer may help the client interpret statements and/or questions. The profile is not meant to be a reading or writing test. Discussion/interpretation should enhance the value of the client's responses.

The information obtained from the Client Profile should be correlated with the data obtained from the Displaced Homemakers Needs Assessment Survey in order to develop an appropriate workable training/employment plan for the displaced homemaker.

Displaced homemaker center personnel may wish to eliminate items to avoid duplication of information from referral services and/or because of time limitations.

CLIENT PROFILE SHEET

REFERRAL INFORMATION

Date
Source
By
Completed by DPH Personnel

NAME _____
Last First M.I.

ADDRESS _____

CITY _____

COUNTY OR VTAE DISTRICT _____

TELEPHONE NUMBER _____ SEX ____ Male ____ Female

AGE _____ DATE OF BIRTH _____ SOCIAL SECURITY NUMBER _____

MARITAL STATUS (*Check One Item*)

SINGLE _____ MARRIED _____ SEPARATED _____ WIDOW(ER) _____

DIVORCED _____ DATE OF DIVORCE _____

IN THE PAST HAVE YOU PRIMARILY BEEN A HOMEMAKER? YES _____ NO _____

SOURCE OF INCOME (*Check One Item*)

HAVE YOU LOST YOUR MAIN SOURCE OR ALL INCOME DUE TO DIVORCE ____ SEPARATION ____

DEATH/DISABILITY OF SPOUSE _____ LOSS OF AID TO DEPENDENT CHILDREN ____

WHAT FINANCIAL SUPPORT ARE YOU CURRENTLY RECEIVING? _____

DESCRIBE YOUR GENERAL PHYSICAL HEALTH (*Check One*)

EXCELLENT _____ GOOD _____ FAIR _____ POOR _____

EXPLAIN ANY PHYSICAL CONDITION OR HANDICAP WHICH WOULD PREVENT YOU FROM WORKING FULLTIME AND/OR REQUIRE SPECIAL EMPLOYMENT CONDITIONS _____

_____

WHO IS YOUR REGULAR PHYSICIAN? _____

BRIEFLY DESCRIBE YOUR PERSONAL AND/OR FAMILY RESPONSIBILITIES. INCLUDE INFORMATION ON YOUR CHILDREN AND/OR OTHER DEPENDENTS _____

_____

_____

CIRCLE THE HIGHEST GRADE YOU HAVE COMPLETED IN SCHOOL

1 2 3 4 5 6 7 8 9 10 11 12

DESCRIBE OTHER TRAINING PROGRAMS, COURSES YOU HAVE COMPLETED. INCLUDE INFORMATION ON CERTIFICATES, DEGREES, ETC. YOU HAVE RECEIVED _____

_____

CHECK ALL THE SKILLS YOU HAVE DEVELOPED AS A HOMEMAKER THAT YOU MIGHT LIKE TO USE IN FULLTIME EMPLOYMENT

_____ BUDGETING - BANKING AND/OR RECORDKEEPING

_____ CANNING OR FREEZING FRUITS AND VEGETABLES

_____ CATERING, COOKING AND/OR BAKING

_____ CHAUFFEURING

_____ GARDENING

_____ HOME DECORATING, PAINTING AND/OR WALLPAPERING

_____ NURSING

_____ PARENTING

_____ SEWING AND/OR TAILORING

_____ SMALL APPLIANCE AND/OR HOME REPAIRS

_____ OTHER DESCRIBE _____

ARE YOU CURRENTLY EMPLOYED? YES _____ NO _____

DESCRIBE YOUR EMPLOYMENT _____

_____

WHAT PAID WORK EXPERIENCE DO YOU HAVE?

WHERE	JOB	APPROXIMATE NO. OF MONTHS/YEARS	DATE OF OR AGE AT TIME OF EMPLOYMENT

HAVE YOU EVER DONE VOLUNTEER WORK? YES _____ NO _____

DESCRIBE _____

_____

WHAT TYPES OF JOBS DO YOU THINK YOU ARE CURRENTLY QUALIFIED FOR?_____

WHAT TYPE(S) OF JOB(S) WOULD YOU BE INTERESTED IN DOING ON A FULLTIME BASIS?

WHAT PROBLEM(S) WOULD YOU LIKE TO WORK THROUGH THAT MIGHT GET IN THE WAY OF YOUR GETTING A FULLTIME JOB? _____

COMPLETE THIS STATEMENT AS IT APPLIES TO YOUR LIFE/WORK PLANS:

TEN YEARS FROM NOW I . . .

(would like to be doing what?)

ADDITIONAL COMMENTS:

SPACE FOR ADDITIONAL INFORMATION/COMMENTS WHICH YOU FEEL MIGHT BE HELPFUL TO YOUR COUNSELOR(S) AND/OR OTHER PERSONNEL DEVELOPING YOUR TRAINING/ EMPLOYMENT PLAN